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SCHOOL LIBRARIES SECTION

The first annual meeting of the School Libraries Section was held in East Hall, University of California, at 9:30 Saturday morning, June 5, with an attendance of two hundred and fifty, Martha Wilson, St. Paul, chairman of the section, presiding; Ella Morgan, librarian Lincoln high school, Los Angeles, acting secretary. In opening the meeting, the purpose of the section was outlined. The school library being one of the great problems of library endeavor, it is fitting that there should be a section in the American Library Association devoted to the discussion of work with all classes of schools, rural, elementary, graded, high and normal schools. Work with school libraries is a form of library extension, and as school libraries are developed, and as pupils, teachers, and superintendents are trained in a knowledge of books and libraries, public libraries will receive increased support and use.

Many agencies are now at work, and they have in the past operated somewhat independently. It is the purpose of the section to present a survey of current school library activities and to afford opportunity for professional discussion of work with school organizations.

Mr. Archie E. Cloud, assistant superintendent of San Francisco, spoke on the School libraries section and the teacher. He well defined the status of the school librarian as that of librarian-teacher or teacher-librarian, and dwelt on the importance of this duality. He extended a cordial, official invitation from the California Teachers' Association to the school librarians of the state to form a library section in that organization.

A symposium of school library activities was opened by reports of the work of the library department of the N. E. A. The report of the president, Harriet A. Wood, of Portland, Ore., presented by Miss Lytle, of Spokane, outlined the program for the

meeting to be held in Oakland in August. She urged that an able speaker be selected to address the superintendents' midwinter meeting to emphasize the value and needs of the school libraries.

The preliminary report of the N. E. A. high school committee, prepared by Mary E. Hall, of Brooklyn, chairman, was presented by W. H. Kerr, of Emporia. Comprehensive in scope, and replete with interesting detail, it presented a survey not only of the high school, but of the whole school library situation. So impressed were those present with the breadth and value of Miss Hall's work, as especially exemplified in this report, that it was voted a telegram of thanks and congratulations be sent her.

Third in the symposium was the Normal school committee report, Mary C. Richardson, Castine, Me., chairman. In her absence, the report was read by Joseph F. Daniels, of Riverside, Cal. Of special interest was the work done by this committee in the matter of teaching normal school students about library lessons in the grades. A list of six normals offering such instruction, and of eleven cities in which grade school children are given library lessons, was compiled.

The Elementary school committee, Effie L. Power, Pittsburgh, chairman, is preparing a report on the administration of elementary school libraries. This report will cover the organization of independent elementary school libraries and the organization of elementary school libraries in larger towns and cities in connection with a library system. Points covered are general organization, book collections, staff, cost of administration, functions of administrative office, depositories, such as pictures, maps, lantern slides, stereopticons, museum material.

The preliminary report of the N. E. A. committee on standard library course for normal schools was prepared by James F.

Hosic of the Chicago normal college. This report was based on results obtained by sending to superintendents and other school officers a list of items concerning books and libraries and asking them to check those they considered of most importance. Three courses were suggested: 1. Course in the use of the normal school library; minimum time, ten class periods. 2. Course in children's reading and use of libraries; minimum time, fifty class periods. 3. Course in library organization and administration for teacher-librarians; minimum time, one hundred class periods. Comment on this outline gave details of subjects to be covered in the courses.

These reports gave a good idea of work being done by the Library department of the National Education Association, and when printed in full in the Proceedings of the Oakland meeting will furnish a valuable contribution to school library propaganda.

The work of the Library department of the National Council of Teachers of English was presented by W. H. Kerr, Emporia, Kan. The work reflects great and effective interest by the English teachers and by their officers. At the meeting last November, the library work was represented by W. Dawson Johnston, of St. Paul, on the main program, and by Mary E. Hall, of Brooklyn, on the high school section. The great and frequently shown interest of Mr. J. F. Hosic, of Chicago, the secretary of the National Council of Teachers of English, is perhaps the most valuable contribution of the English teachers' library department to progress in school libraries.

The opportunity for work with another school organization was presented in a paper prepared by Fanny D. Ball, Central high school, Grand Rapids, Mich., on "The Vocational Guidance Association and the library." She gave as the object of this association, as expressed in its constitution, to "engage every agency that has to do with the education or employment of young people in a co-operative attempt to

help the child understand his own possibilities, and to give him the opportunity for exercising his capacities in the most effective way" . . . "to establish a center for the distribution of information concerning the study and practice of vocational guidance, and to enlist the public schools in it as a part of the task of education." To facilitate the spread of information, the association has begun the publication of a monthly bulletin.

The Vocational Guidance Association invites the membership of persons or organizations interested. The National Child Labor Committee and other organizations have exchanged memberships, thus each keeps informed of the work of the other. The A. L. A. might in the same way exchange memberships with the association and thus enable the Publishing Board to make use of new material for the benefit of libraries which did not, for any reason, take out membership. Any individual library would find it useful to have access to the reports and monthly bulletins.

For selecting books, the librarian will find the lists of the Brookline public library, of the Grand Rapids public library, and the bibliographies in Jesse B. Davis' book, "Vocational and moral guidance," very useful. The pamphlets of the Vocational Bureau of Boston, the Girls' Trade Education League of Boston, and the New York High School Teachers' Association often give information not found in books. The librarian can give great assistance, whether in the school library or the public library. This is very fully shown in the paper by Mary E. Hall, of the Girls' High School, Brooklyn, N. Y., read before the Massachusetts Library Club, and reprinted in Mr. Davis' book.

Because of the interest in the section, a second meeting was appointed to complete unfinished business and afford opportunity for discussion. The second meeting was held in California Hall, Monday morning, June 7th. A paper prepared by W. DAWSON JOHNSTON, of St. Paul, was read on

THE PLACE OF THE SCHOOL LIBRARIES SECTION IN THE A. L. A.

The first question asked and the first question to be answered in regard to any new society, or, indeed, in regard to any old society, is of what use is it.

Though more careless than others with regard to the practical value of their efforts, even educators have asked this question with regard to educational associations.

We are at this time concerned with two of these, the library section of the National Education Association and our new organization, the school section of the American Library Association. What is their use and what relation should they have to each other?

Should the library section of the National Education Association be a place for teachers to discuss something they know nothing about? Should it be a place for librarians to discuss subjects already discussed at length in library meetings? or should it be a place for teachers to lecture librarians, or a place for librarians to lecture teachers?

Obviously it must in a measure be all of these things as long as there are librarians present for the teacher to talk to and teachers present for the librarian to talk to, and in as far as it provides a common meeting ground for teachers and librarian, in as far as it provides opportunity for the teacher to tell what he wants and for the librarian to tell what he can do, it serves a useful purpose. Librarians may learn much from other sessions of the N. E. A. and teachers may learn much at other meetings of librarians, but the meetings of the library section offer opportunities to be had nowhere else, and especially the opportunity to secure the consideration of library questions among teachers.

As long as teachers fail to realize the importance of the library it will be impossible to persuade them to attend library meetings, but if library meetings are held in conjunction with teachers' meet-

ings, teachers may wander into them by mistake or out of mere curiosity.

There is occasional opportunity for joint sessions, also, and for library topics in the general sessions, which might not exist were there not a library department of the Association.

The discussion of library topics by librarians is, however, only one purpose of these meetings; a second, and hardly less important object is the discussion of library topics by teachers. Sometimes the only way to get teachers to think about library questions is to get them to talk about them, and talk about them in the presence of witnesses.

These pedagogical discourses upon library topics are apt to be platitudinous when they are not misleading, but altogether they form a body of library doctrine having pedagogical sanctions of the greatest value. The dictum of a prominent superintendent of schools in regard to any library question has greater weight with the average teacher than the opinion of any librarian.

From the point of view of library extension it is of the greatest importance that librarians should meet with members of other societies, bring about the organization of library sections or library committees in those societies, and discuss with them methods of library service. From the point of view of library administration it is equally important that librarians should meet with other librarians, and no less important that such librarians as have special problems should meet separately for the consideration of those problems.

General library meetings will always be more interesting if their programs are kept free from topics of special and therefore limited interest; the meetings of specialists, on the other hand, will be more profitable if they are free from the crowds which make discussion more spectacular than scientific. General meetings must be open to the public and their discussions must be of a popular character; section meetings, if not restricted to specialists, should be of a character to attract spe-

cialists only; they should be purely scientific and technical in character. The progress of library science depends upon the specialist and upon the scientific and technical character of these meetings of specialists.

The school librarian is a specialist among specialists and must be so esteemed among his library colleagues. Among his colleagues in the school, as among his colleagues in the college, the librarian has the character of a man Friday, and, indeed, some institutions seem content with nothing but menial library service. But professional librarians understand that school libraries are essential not only to the efficiency of a school, but also to the efficiency of the public library, and that a capable library progress is not only an important factor in local library progress, but also an important factor in the progress of library science. The school librarian has opportunities for scientific bibliographical observation which no other librarian has.

It seems to me, then, that the school libraries section should be useful, first, to librarians in communities where there are as yet no school librarians; second, to the younger librarian who is seeking to become acquainted with school library problems, and, third, to the older librarian interested in bibliographical research.

It is quite obvious that the general librarian has much to learn from the special librarian, and that the younger librarian has much to learn from the older one, and that the library meeting offers an excellent opportunity for such learning. A professional society should not, however, restrict its meetings to matters of elementary learning; it should go on to questions involving research.

This is particularly true of a society of school librarians, because, in the first place, the peculiar problems of the school library are new ones, and because, in the second place, the solution of these problems will facilitate the solution of all the problems. which are peculiar to semi-public, and particularly institutional libraries.

Among these questions are these: How may school children be employed in surveys of conditions of literacy? How may the school librarian promote the formation of good private libraries? How may the school librarian assist the city librarian in the collection of material for the study of current questions, local affairs, and local history? What record of pupils' library work should be made by the librarian? What credit should be given for home reading? What bibliographical instruction should be given pupils? How far should the privileges of the school library be extended to residents in the neighborhood of the school? What should be the relations between the school library and the public library? Between the school library and the class-room library? Between the literary society and the library?

It is undoubtedly true that societies are chiefly valuable to their officers. For this reason, those societies are most successful in which every member is an office holder, or member of some committee. The most important work of a professional society such as this is that done by its committees.

And next in importance is its publications. It is not necessary that a society like this get out an annual volume of proceedings. It is desirable, however, that the papers and reports presented to it be published in library and school journals and be reprinted in separate form. A scientific paper is always more useful in printed form.

Discussion was opened by Zaidee Brown, of Long Beach, who brought up the question of high school library administration, whether it could be most advantageously carried on under public library or school board supervision. The library side was presented by Effie L. Power, of Pittsburgh, and Helen Price, of the University of California, who told of the administration of high school and country school libraries through the school department of the Library Association of Portland. The administration of high school libraries under the school was discussed by Mrs. Madi-

son, of Oakland, and Janet H. Nunn, of Spokane.

Summarizing the school library activities of the A. L. A., reports were presented by the various committees now at work. The first of these was:

REPORT OF COMMITTEE ON STANDARDIZING LIBRARY COURSES IN NORMAL SCHOOLS

This committee was appointed at the meeting of normal school librarians in Washington, D. C., May 29, 1914, to study the extent and content of the courses in library instruction given in 1914-15 in the state and city public normal schools throughout the country; to report results; and to make recommendations for standard requirements.

The following letter was sent to the 230 schools listed in Table 14 of the 1913 report of the U. S. Commissioner of Education. It was also sent to the following five teachers' colleges, not listed in Table 14: State Teachers' College, Greeley, Colo.; Iowa State Teachers' College, Cedar Falls, Iowa; Hunter College of the City of New York; Teachers' College, Columbia University; George Peabody College for Teachers, Nashville, Tenn.; and to the following four state Universities, because of the non-existence of any normal schools in these four states: Delaware College, Newark; University of Nevada, Reno; University of Utah, Salt Lake City; and the University of Wyoming, Laramie.

Will you kindly aid the work of this committee by sending me the latest announcement of courses in library instruction given at your school? If the printed announcement does not answer the questions tabulated below, please fill in the blanks and return to me without delay. Thanking you for your co-operation, I am,

Yours very truly,

Number of lessons on the use of the library and its resources, elective or required?

Number of lessons in book selection, elective or required?

Number of lessons in children's literature, elective or required?

Number of hours teaching by students

of lessons in grades, elective or required?

Number of lessons in cataloging (); classification (); shelf-listing (); care and management (); elective or required?

N. B.—Please state length of recitation periods.

From the total of 239 letters sent out, replies were received from 131. Based on the answers to these letters, this committee makes the following recommendations for requirements:

Maximum Requirements

Courses in Library Methods Recommended by the A. L. A. Committee

Course 1. Reference work; or, The use of the library and books.

Twenty-five lessons of not less than 45 minutes each—to be given in one year or scattered through the course.

One-half unit credit.

Course 2. Children's Literature.

Twenty-five lessons of not less than 45 minutes each.

One-half unit credit.

Course 3. Technical subjects for teacher-librarians.

Fifty lessons of not less than 45 minutes each.

One unit credit.

Elective: Courses 1 and 2 are prerequisite.

Grouping of schools:

Group A. Schools fulfilling the maximum requirements as stated above.

Group B. Schools requiring ten lessons of not less than 45 minutes on the use of books and libraries, and at least five lessons on children's literature.

Group C. Schools giving anything at all.

Group D. Schools giving nothing.

The committee feel that the above requirements are all that can be asked for at this time; but they think more should be worked for as the schools are able to develop courses in library methods, particularly in the subject of children's literature and in practice teaching in the grades.

The schools have been enlisted in groups as defined above, to show how far they are now meeting the standard recommended by this committee.

Group A.

Kansas, Emporia—State Normal School.

New York, Geneseo—State Normal School.

Wisconsin, Milwaukee—State Normal School.

Note: At Geneseo, ten lessons on the use of books and ten lessons in Children's Literature are all that are required of all students. In the Teacher-Librarian Course the requirements far exceed the recommendations of this committee.

Group B.

Connecticut, Willimantic—State Normal School.

Illinois, Charleston—Eastern Illinois State Normal School. Normal—State Normal University.

Maine, Castine—Eastern State Normal School.

Massachusetts, Fitchburg—State Normal School. Salem—State Normal School.

Michigan, Mt. Pleasant—Central State Normal School.

Minnesota, Mankato—State Normal School.

Missouri, Kirksville—State Normal School.

Ohio, Cleveland—Normal Training School.

Oregon, Monmouth—State Normal School.

Pennsylvania, California—S. W. State Normal School. Millersville—State Normal School. Slippery Rock—State Normal School. West Chester—State Normal School.

South Carolina, Rock Hill—Winthrop Normal College.

Wisconsin, Alma—Buffalo County Training School.

Group C.

Alabama, Florence—State Normal School. +Arizona, Tempe—Normal School.

Arkansas, Conway—State Normal School.

California, Los Angeles—State Normal School. San Jose—State Normal School.

Colorado, Gunnison—State Normal School. Greeley—State Teachers' College.

+Connecticut, New Britain—State Normal Training School.

Idaho, Albion—State Normal School. +Lewiston—State Normal School.

Illinois, Carbondale—Southern Illinois State Normal University. Chicago—Chicago Normal College. +Macomb—Western Illinois State Normal School.

Indiana, Terre Haute—Indiana State Normal School.

Kentucky, Bowling Green—Western Kentucky State Normal School.

Maine, Machias—Washington State

Normal School. +Presque Isle—Aroostook State Normal School.

Massachusetts, Hyannis—State Normal School. Lowell—State Normal School.

+Michigan, Kalamazoo—Western State Normal School.

Minnesota, Duluth—State Normal School. Moorhead—State Normal School. St. Cloud—State Normal School. Winona—State Normal School.

Missouri, Cape Girardeau—State Normal School. Maryville—State Normal School. Springfield—State Normal School.

Nebraska, Kearney—State Normal School.

+New Jersey, Newark—Normal and Training School.

New Mexico, Las Vegas—New Mexico Normal University.

+New York, Brooklyn—Training School for Teachers. Buffalo—State Normal School. New York—Training School for Teachers. +Syracuse—Syracuse Training School.

North Carolina, Greensboro—State Normal and Industrial College.

+North Dakota, Mayville—State Normal School. +Valley City—State Normal School.

Pennsylvania, Clarion—State Normal School. Lock Haven—Central State Normal School. +Mansfield—State Normal School.

+South Dakota, Madison—State Normal School.

Tennessee, Murfreesboro—East Tennessee State Normal School. Nashville—Agricultural and Normal College for Negroes.

Virginia, Harrisonburg—State Normal and Industrial School.

Washington, Cheney—State Normal School. +Ellensburg—State Normal School.

West Virginia, Huntington—State Normal School.

Wisconsin, Janesville—Rock County Training School. Kaukauna—Outagamie County Training School. +LaCrosse—State Normal School. Medford—Taylor County Training School. Menominee—Dunn County Training School. Merrill—Lincoln County Training School. +New London—Wau-paca County Training School. +Phillips—Price County Training School. Reedsburg—Sauk County Training School. +Rice Lake—Barren County Training School. River Falls—State Normal School. Stevens Point—State Normal School. Superior—State Normal School. +Whitewater—State Normal School.

And the University of Nevada, Reno; University of Utah, Salt Lake City; University of Wyoming, Laramie.

Note: Since **Group C** admits of a rather wide range in the amount of work given by the schools listed therein, it is only fair to mark those schools that give **required** work, but not quite enough to admit them to **Group B**, with a plus sign. No school giving elective courses only is marked **C** plus.

Group D.

Alabama, Tuskegee—Normal and Industrial Institute.

California, Chico—State Normal School. Fresno—State Normal School. Santa Barbara—State Normal School.

Connecticut, New Haven—State Normal and Training School.

District of Columbia, Washington—J. Ormond Wilson Normal School.

Georgia, Valdosta—Southern Georgia State Normal College.

Illinois, De Kalb—Northern Illinois State Normal School.

Indiana, Indianapolis—Indianapolis Normal School.

Iowa, Shenandoah—Western Normal College.

Kansas, Pittsburg—State Manual Training Normal School.

Louisiana, New Orleans—New Orleans Normal School.

Maine, Farmington—State Normal School.

Maryland, Baltimore—Maryland State Normal School.

Massachusetts, Worcester—State Normal School.

Michigan, Detroit—Washington Normal Training School.

Montana, Dillon—State Normal School.

New Hampshire, Keene—State Normal School.

New Jersey, Jersey City—Teachers' Training School. Montclair—State Normal School. Trenton—State Normal School.

New York, Oneonta—State Normal School. Oswego—State Normal and Training School. Rochester—Rochester Training School.

North Carolina, Greenville—East Carolina Teachers' Training School.

North Dakota, Ellendale—North Dakota State Normal and Industrial School.

Oklahoma, Alva—Northwestern State Normal School.

Pennsylvania, Edinboro—State Normal School. Harrisburg—Teachers' Training School. Philadelphia—Normal School for Girls. Shippensburg—Cumberland Valley State Normal School.

South Dakota, Aberdeen—Northern Normal and Industrial School.

Tennessee, Johnson City—Eastern Ten-

nessee State Normal School. Memphis—Western Tennessee State Normal School. Nashville—Peabody College for Teachers.

Texas, Canyon City—Western Texas State Normal College. Denton—Northern Texas State Normal College. Huntsville—Sam Houston State Normal College. San Marcos—Southwestern Texas State Normal College.

Vermont, Castleton—State Normal School.

Virginia, Fredericksburg—State Normal and Industrial School.

West Virginia, Athens—State Normal School. Fairmount—State Normal School. Shepherdstown—State Normal School.

Wisconsin, Eau Claire—Eau Claire County Training School. Menominee—Stout Institute.

No answers were received from 108 of the schools written to and these schools are, of course, unclassified in the above grouping.

LUCY E. FAY,
MARY J. BOOTH,
DELIA G. OVITZ,
Committee.

The report was accepted.

Two committees were appointed at the midwinter meeting of the School Libraries Section, Chicago, January, 1915, to report at the Berkeley meeting.

REPORT OF THE COMMITTEE ON TRAINING COURSES FOR SCHOOL LIBRARIANS.

To avoid duplicating the work of similar committees of the American Library Association and the National Education Association, the committee has limited itself to a study of the work of the colleges, teachers' colleges, normal schools and library schools which offer courses designed to prepare for the administration of school libraries. For this reason all courses designed primarily to aid in the use of a library instead of its management have been excluded. These courses are being investigated by another committee. Mr. Henry R. Evans' "Library instruction in universities, colleges and normal schools" (U. S. Bureau of Education, Bulletin 608) and a later manuscript list of normal schools and teachers' colleges offering such courses, compiled by Miss Mary C. Richardson of the committee, were consulted. On the basis of these lists, thirty-two institutions were selected as giving courses which apparently fell within the scope of the committee's work and a questionnaire

was sent to each. The same questionnaire was also sent to seven colleges and universities giving similar courses. Another questionnaire intended to meet their particular conditions was sent to each of the eleven library schools.

Replies have been received from twenty-two of the normal schools and teachers' colleges, from all of the seven colleges and universities, and from all of the library schools except Atlanta.

Examination of the reports indicated that of the twenty-two normal institutions reporting, only eleven conducted courses which could fairly be interpreted as training for librarianship and that two of these devoted only ten class periods each to such instruction. The nine whose courses are more extensive are the State Normal School, Los Angeles, Cal.; State Teachers' College, Greeley, Col.; Western State Normal School, Macomb, Ill.; Kansas State Normal School, Emporia, Kan.; St. Paul Normal School, St. Paul, Minn.; First District Normal School, Kirksville, Mo.; State Normal School (Fourth District), Springfield, Mo.; Geneseo State Normal School, Geneseo, N. Y.; Winthrop Normal and Industrial College, Rock Hill, S. C.; State Normal School, Milwaukee, Wis.; Whitewater State Normal School, Whitewater, Wis.

The time in the school course when these courses are given is usually the junior year. (In the Whitewater Normal School it extends through the first semester of the senior year.) The special elective course given by the Western Illinois State Normal School is a graduate course, or it may be taken in connection with the work of the senior year. At the First District Normal School of Kirksville, Mo., it is given in any six quarters of the four-year course, but must be preceded by an elementary course of at least one quarter. At the Kansas State Normal School and the State Teachers' College, Greeley, Col., it may be taken at any time, while at the Geneseo State Normal School, Geneseo, N. Y., it extends through the entire two years' course.

The amount of time devoted to the course naturally varies as the scope of the courses also does. A detailed description of the subjects covered must be omitted here from lack of space. Speaking generally, the technical and administrative sides are seldom, if ever, offered without preliminary or parallel instruction in the use of books. The Colorado State Teachers' College offers at present three distinct courses of five hours' credit each, including reference, classification and cataloging,

and a double-credit course in "Practical work in the library." The Kansas State Normal School lists in its catalog twelve distinct courses of from twenty to eighty lessons each, and with from one to two semester hour credits each. The Geneseo State Normal offers three library courses of from 100 to 150 periods each, while the course at the Whitewater State Normal intended for grade teachers extends through eighteen weeks, and the course for rural school teachers through nine weeks. There is little difference in the subjects touched on, the chief difference being in the relative emphasis given to each. In nearly every case classification and cataloging occupy prominent places in the scheme. In several instances, notably from the Kansas State Normal School and the Whitewater State Normal, very detailed outlines showing careful preparation were sent to the committee. In several instances the description of the course was so vague and general as to permit little analysis.

The amount of time given to problem work outside the class room varies so much that no general conclusions can easily be drawn from the data at hand. In nearly every case original problem work is mentioned as an integral part of the work. In every case in which the character of the problems is indicated they are apparently practical.

In four cases the entire work is in charge of one instructor. Five normal schools have two instructors each, and the Milwaukee Normal School reports four. Thirteen of the sixteen instructors reporting from the nine schools have had library training, fourteen have had previous library experience, eleven have had experience in school libraries, and fourteen have had some pedagogical training. It is therefore quite evident that attention has been paid to the selection of suitable persons for instructing prospective school librarians.

Nearly all of the normal schools confine themselves closely to the training of school librarians. By far the greater number reporting attempt to teach only the intelligent use of the library, and only two, the Kansas State Normal School and the Western Illinois State Normal School, profess to train school librarians who may devote their entire time to the school library, and only one, the Kansas State Normal School, offers instruction leading to public library positions. Indeed, of the nine whose courses are administrative in character, only one, the Kansas State Normal School, encourages its students to apply for library positions except in school libraries,

although six of them report that few students trained in the school have accepted public library positions.

The statistics of attendance at courses for training school librarians are very imperfect, and, in some cases, lead one to suspect that all students in any kind of a library course offered are included. (Some reports of this kind are omitted and other records of attendance in 1914 are given without comment.) The largest reported attendance of the nine normal schools and colleges under special consideration is 687 at the Kansas State Normal School, which has one full-time instructor, and, as stated before, twelve distinct cataloged courses; the First District Normal School at Kirksville, Mo., with two instructors and 250 students reported, comes next, followed by the Winthrop Normal and Industrial College with an estimate of 125 to 150 students, and the Western Illinois State Normal School with 63, Whitewater Normal School with 46, Milwaukee Normal School with 41, and, in sharp contrast, the Colorado State Teachers' College with 10, and the Geneseo State Normal with 7. It is evident that some of the schools have distinguished more sharply than others in their reports between courses in library use and courses for school librarians. When it is remembered that the number of instructors is greater in the schools with the smaller numbers of students, it is equally evident that there must necessarily be great variations in methods of instruction and in the amount of individual instruction given the students.

(The number of students reported as in school library positions shows a great difference from the number taking the courses. In some cases there is no record and other schools report that it is practically impossible to determine the number who are doing school library work as a side issue to teaching. It is, therefore, practicable to consider only those devoting their entire time to school library work. The Kansas State Normal School reports six thus employed, as against twenty-two in public library work. Geneseo State Normal School also has six so engaged. Winthrop Normal and Industrial College very adequately explains its lack of statistics by the statement, "There is not a school in the state, besides the colleges and universities, where a librarian other than a teacher librarian is employed." In justice to the schools reporting, it should be recalled that in only two cases is a definite attempt made to train students who will be expected to devote more than a part

of their time to library work.) Indefinite as the records are, they show clearly that the schools are succeeding in a considerable degree in training teachers who also can intelligently direct a small school library.

As far as the reports show, there is no intention on the part of any of the normal schools or colleges to make marked changes either in the purpose or the content of their courses. In the absence of any strong reason why they should do otherwise, we may consequently expect that they will, for the most part, continue, at least for the present, to train teachers who can make their libraries useful in preference to training librarians who can assist the teachers. Few of them indicate any particular demand for special school librarians. The librarian of one of the eastern normal schools says, "We do not prepare for school librarianship, as there is practically no demand here for that sort of thing; I do not think I could place many graduates."

The library instruction formerly given at Tulane University has been discontinued and only five colleges or universities report courses intended to train school librarians. These are Beloit College, Hendrix College, the University of West Virginia, the University of Minnesota, and the University of Tennessee. At the last four named, instruction is given only in the summer school. Four separate elementary courses dealing with the use of books and libraries, technical subjects, history of libraries and bookmaking, and children's literature are offered by two instructors. Nine students took the course in 1914. The librarian says, "We never recommend them for library positions and they are made to understand that at the outset." The work has been offered for three years. Of the twenty-nine who have taken it, three are in school libraries, six were already in public library work, and one other has become an assistant in a large library. The University of Minnesota expects next year to offer three courses conducted by the state supervisor of school libraries. These will deal with elementary library instruction for teachers, school library organization and cataloging. The first will be given one hour a week in the first semester; the last two consisting each of one lecture hour and one laboratory period of two hours weekly in the second semester. Beloit College offers two courses conducted by the librarian. The first (one hour in the first semester) deals with reference and is open to all classes. The second course (two hours in the first

semester) is devoted to elementary library technique and is open to all but the freshman class. The work is planned especially for high school librarians and students are not encouraged to apply for other library positions. Five students took the work in 1914 and thirty-eight have taken it since 1910. The course at the University of West Virginia occupies two hours throughout one year. Two instructors are in charge and the course includes reference work, book selection and technical problems. About seven students yearly take the course, which is intended especially to train for librarianship in high and normal schools. Nine former students hold such positions and two others are in public library work. Students are encouraged to apply for positions in small public libraries. No other college reporting makes a similar recommendation. Hendrix College, Conway, Ark., has a training course conducted by the librarian. It occupies two hours a week throughout the junior year. "This course is offered primarily to those who expect to teach where they may have the care of the library." None of the reporting colleges expect to make immediate changes in their courses, with the exception of the University of Minnesota, which is just establishing its course.

Reports have been received from ten of the library schools with a course of at least one year in length. Atlanta sent no report. The California State Library School gives no such instruction. In the library school of the New York Public Library an elective course of 204 hours is offered in the senior year. Thirteen lecture hours and required preparation are devoted to high school topics, ten lectures and preparation to normal schools, and the rest "to subjects useful for school and college work." Problems outside of class are given occasionally, and fourteen hours are devoted to visits to schools and reports on the visits. Practice in school libraries is not required, but most of the students electing the course have had such practice in their junior year, in nearly all cases under the supervision of a trained school librarian. The instruction is given by a trained and experienced school librarian. Of the six students who elected the course in 1913-14, three are in school libraries. College library work in its various phases and a number of lectures on subject bibliography are included in the course.

At the New York State Library School six periods in the senior seminar are devoted to the study of school library problems. A considerable amount of required reading and reports on assigned topics relating to school libraries are required from

all senior students. The instructor is a library school graduate and a former teacher in elementary and secondary schools. Aside from lectures on special phases of school work by officials of the state education department, other instruction in school library methods is largely incidental. For several years practice work in organizing the library of the State College for Teachers has been available, and several secondary school libraries in the state have been organized by students under the direction of the educational extension division of the state education department. At present the greatest amount of attention given to school libraries by the New York State Library School is in connection with the summer session, at which a definite attempt is made to meet the needs of school librarians. In 1914 a library institute for district superintendents was held for the purpose of interesting those in charge of rural schools, and this spring (1915) a two weeks' course for high school librarians (and devoted exclusively to school reference work) will be given. In these preliminary experiments the school has the cordial co-operation of the school libraries division of the state education department. Fourteen of the thirty-nine students who have taken positions in school libraries are still in those positions.

The University of Illinois Library School devotes four class hours and eight preparation hours to school libraries. This forms a part of the library extension course given in the first year, and is required of all junior students. Occasionally senior students are assigned to high school libraries for four weeks' field work. A special feature of the work is the full bibliography required on each assigned topic. The instructor is a library school graduate with six years' experience as librarian of a normal school.

The Pratt Institute School of Library Science for two years (1912-14) offered a full year's course intended to train for school librarianship. This was discontinued in 1914 and at present but one lecture and an hour's report on school library work in the "Survey of the field" course is given. The lecture is given by a trained and experienced high school librarian. Practice, varying in amount from twenty-five to seventy-five hours, is provided for students desiring it in high school and normal school libraries in Brooklyn. There are twelve Pratt graduates in high school libraries, nine in normal school libraries, and two in school departments of public libraries.

At the Training School for Children's Librarians at Pittsburgh, seven lectures, supplemented by special lectures, are devoted to school work. One hour each is given to high school and two to normal school libraries. All of this lecture work is supplemented by visits to schools. It is closely related to courses in literature, reference books and administration, and is required. From three to fifteen hours weekly is devoted to general practice work, divided between school libraries and the schools division of the Carnegie Library. All practice work is supervised by a trained librarian. The amount of practice work offered is determined by the ability of the student. The instruction is given by a trained librarian with extensive experience both as a teacher and a school librarian. Much of the regular work of the course, dealing, as it does, with literature for children and work with children, would, in most schools, be considered an appropriate part of any course for school librarians. Only two former students hold positions in school libraries, but nine are in school departments of public libraries, and ten others are children's librarians with considerable work in the school departments of the libraries with which they are connected.

At Simmons College, school library work is treated in connection with the courses in "Library work with children, library economy and incidentally with reference courses and book selection." The work is in a formative period. Arrangements have been made for much more practice in excellent secondary schools near the college and the Boston Normal School. Beginning April 12, 1915, four girls spent two hours per week each in the library of the girls' Latin school. This practice work is, to some extent, supervised by the school. The director writes: "If these practice opportunities work up well, I shall certainly give more time and more problem work to this branch of work." The instruction is given by trained instructors with experience in teaching, and in school library work, and the most emphasis has been placed on high school work.

At the Syracuse University Library School the time has varied for the past four years from mere theoretical class problems to actually organizing a high school library of several hundred volumes. The work is given as a part of the second year course in cataloging, but the organization of the library mentioned above included all phases of the work. The instructor is a graduate of the New York State College for Teachers, and has taught

in secondary schools. In 1914-15 a series of five lectures on the organization and use of high school libraries was given. No regular practice in school libraries is provided. Two former students are in charge of school libraries. The high school side of school library work is the only one emphasized.

At the Western Reserve University Library School no instruction in this special work is attempted, "though it is touched on incidentally in connection with other subjects. * * * Practice assignments are made during the year for work in the high school branches." The director adds: "This work seems to me of great importance, but a thorough course for high school librarians would seem to belong in the schedule of schools giving a two years' course, rather than attempt to include it in a crowded one year's course."

The library school of the University of Wisconsin also has introduced no special courses intended to prepare for school librarianship, largely because the demand for such librarians has been relatively small. The school mentions as its special work in this direction, "Two lectures and much practice in the co-operation of library and school, and teaching the use of the library." Of the graduates of this school "Three are librarians and four are heads of departmental work in normal school libraries, and four are high school librarians." The director writes: "We are in the habit of suggesting for such positions students who have teaching experience in addition to library training."

Although not quite within the scope of this report, mention should be made of the course in school and college library administration offered at the Columbia University Summer School, and the attention paid to school library work in other summer courses, notably those conducted at the University of Minnesota by the Minnesota Public Library Commission, and the New York State Library School.

It is unsafe to generalize on the basis of data as scanty as that submitted to the committee, but several facts seem to be disclosed by the investigation. It seems evident that, almost without exception, teachers' training schools consider librarianship an auxiliary in formal education and plan their courses on that principle. Teaching the use of the library seems, in most cases, more important than more extended training for administrative work and many offer courses with only this former purpose in view. At the same time they practically all recognize the claims of librarianship as a distinct profession by

declining to recommend their students as qualified for general library positions. In very few cases is there fundamental divergence from the more elementary courses in library training as given in apprentice classes or in summer schools. Neither is there material difference in the work offered by the colleges which have reported.

In the library schools the school work is considered only one phase of general library work. In only one case is there a distinct course in this subject, and in it the college is joined with the secondary and the normal school. In teachers' training school, in college and in library school alike care seems to be taken to provide instructors who can speak from experience as well as theory on the problems of the school library.

When a rather careful investigation shows so few institutions even professing to train for school librarianship, it is quite clear that more and better courses of instruction must be provided if the demand for specially trained school librarians becomes at all general. That this demand is not appreciably increasing except in occasional localities seems clear from the evidence presented. Teacher-librarians who can teach and conduct the library as a side line are still preferred to those who consider the library their special sphere. The director of one library school says: "The demand is not great; only occasional, then more for clerical help to the superintendent than for real library work." The librarian of a normal school, in explaining why more of the students are not in school library positions, says: "They get better salaries as teachers." This is due largely to the attitude of many school officials. To quote from another normal school instructor, "Before there will be really satisfactory development it seems to me heads of departments will have a change of heart. * * * Not enough of them think that general library instruction counts. I heard one head of a psychology department say that four talks on the library were enough for a college freshman."

It is more than probable that more and better courses, planned specifically to train school librarians, are needed; but no course, however well planned, can last long if those who take it have no chance to use their special training. Neither is an increased demand for school librarians enough. As long as it is merely a demand for clerical assistants or for service with lower pay than equally qualified teachers, the right kind of candidate cannot be developed. The lack of standard in our present agencies for training school libra-

rians is regrettable; the lack of interest which fails to use a fair proportion, even of those who try to get training for library service, is even more regrettable. Products without a market bring disaster educationally as well as in business. Pressure should be brought to bear on normal school, college and library schools to train for better school library service, but no pressure, however enthusiastic, will produce much improvement until the schools themselves not only endure, but demand better service from their libraries and better trained librarians to conduct them.

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Committee.

As the demand for school libraries is on the increase, it was felt that this committee could give valuable service by further investigation and recommendations, and it was voted to continue it.

Willis H. Kerr, Emporia, made a report of progress for the committee on school library administration. He stated that some investigating had been accomplished and that as an aid to this a letter had been drafted to be sent to heads of departments of education in universities. In this letter the different methods of school library administration are outlined. The suggestion is made to these education department heads that students use this as a subject for investigation and thesis. The committee was instructed to continue and report progress at the next meeting.

To provide funds for incidental expenses of the section, a voluntary paid membership was created. It was voted to hold a meeting in conjunction with the mid-winter library meeting in Chicago, January, 1916.

The committee on nominations presented as officers for 1916: Mary E. Hall, librarian Girls' High School, Brooklyn, chairman; Prof. A. S. Root, Oberlin, vice-chairman; Alice A. Blanchard, Newark free public library, secretary and treasurer.